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ABSTRACT

This handbook for pupil personnel workers in Illinois opens with a discussion of the historical development of school guidance and counseling and its emergence in Illinois. The role and function of school guidance counselors is discussed, including group counseling and guidance, individual counseling, educational planning and placement, career guidance and counseling, appraisal, consultation, liaison and referral, evaluation, research, and public relations. The regulatory basis for guidance and counseling programs is outlined and the relationship of the State Board of Education to pupil personnel services is discussed. The materials also describe the standards for counselor certification. A list of publications in the area of guidance and counseling that are available from the Illinois State Board of Education is appended. (JAC)

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SCHOOL GUIDANCE AND COUNSELING IN ILLINOIS

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DEPARTMENT OF SPECIALIZED EDUCATIONAL SERVICES

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FOREWORD

The Illinois State Board of Education is pleased to present these four Pupil Personnel Services documents entitled School Guidance and Counseling in Illinois, School Nursing in Illinois, School Psychology in Illinois, and School Social Work in Illinois. We hope that these documents will prove beneficial to local practitioners providing pupil personnel services.

The basic support for these handbooks was provided by Ms. Beth Bandy of the Department of Specialized Educational Services. Ms. Sheryl Poggi (School Guidance and Counseling), Ms. Bettye Endicott (School Nursing), Mr. Neil Browning (School Psychology), and Mr. Vaughn Morrison (School Social Work) of the same department designed and wrote the documents and will respond to any questions or comments.

Donald G. Gill
State Superintendent of Education

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HISTORICAL DEVELOPMENT OF SCHOOL GUIDANCE AND COUNSELING

Guidance and counseling emerged as a small facet of the public school program during the first two decades of the twentieth century. However, its beginnings as a school service were almost exclusively limited to vocational choice and selection. The credited founder of the guidance movement, Frank Parsons, had an idea to provide systematic vocational counseling to youths with and without jobs. His ideas were published in 1909, and the guidance movement began. By 1910, some 35 cities had already reported the formulation of a formal guidance program. Vocational guidance was rapidly becoming a necessary and integral service for youths. This vocational emphasis in guidance remained until after World War II and now again is developing as a major emphasis in school guidance.

Even though the major emphasis was on vocational choice, other ideas were developed to provide for the needs of school-age youth. Such men as E. L. Thornedike, Gordon Allport, and Kurt Lewin started to give the guidance movement a more psychological base. Even the vocational theorists started to borrow ideas from psychology in the presentation of their thoughts, and guidance in the United States started to have an emphasis on something other than vocational choice.

An awareness of personal counseling came as a result of the E.G. Williamson - Carl Rogers debates of the 1940's. Both men presented books that dealt with the counseling process and both discussed the need for personal counseling. It was shortly after World War II that Carl Rogers' client-centered approach became the approach of the future, and many counselors became more interested in personal counseling than vocational guidance.

The Veteran's Administration counseling services and the George-Barden Act emerged after World War II. The George-Barden Act was the first act to allocate funds to secondary schools that provided vocational guidance. With the emergence of funds to provide guidance services in the schools came a tremendous growth of school counselors and public awareness of the role of the counselor in the schools.

In 1958, the greatest single external impetus to the guidance movement occurred with the passage of Public Law 85-864, the National Defense Education Act (NDEA). The NDEA provided for massive overall funding and support for the training of guidance counselors and for the support of guidance counselors in the secondary schools. In addition to the training, this act provided for testing materials for use in grades six through twelve.

The idea behind the passage of the NDEA was the better identification of talent in our schools. The school counselor was seen as the person who could best utilize the test materials in this identification and who could best help guide our nation's youth to utilize their maximum potential.

The ten year period directly following the implementation of NDEA, Title V, A, witnessed the greatest growth of guidance and counseling, both in terms of numbers of trained couselors and numbers of schools with guidance services.

Even though the NDEA emphasis was on talent identification, many counselors still felt that students needed to learn about themselves before they could make realistic vocational and educational choices. Personal counseling approaches were still strongly advocated during this period.

When the financial benefits of NDEA stopped, guidance services were strongly entrenched as an integral part of school services and remained an important school service. Recently, the emergence of a preventive approach in school counseling has produced a strong movement to employ elementary school counselors. Many states have mandated the employment of elementary school counselors for each school. With the concern for preventive guidance and the state mandates, the number of schools that are employing elementary school counselors grows every year.

More recently, the national career education emphasis has produced a reawakening of career guidance. School counselors are once again playing a strong role in career counseling and career choice.

The history of guidance and counseling has been a short, but interesting one. From its beginnings as a vocational choice movement to its adaptation with a psychological foundation, school counseling has become an integral part of our nation's schools.

Illinois

Concurrent with the emergence of the guidance movement nationally was the emergence of guidance in Illinois. Guidance became a strong part of school services in Illinois which today is one of the states with the highest recorded number of certified guidance counselors.

The state-level resources and stimulus for guidance in Illinois schools had its beginning in the Department of Vocational Education, State Board for Vocational Education and Rehabilitation. From 1942 to 1958, all state-level guidance activities emanated from the Department of Vocational Education.

With the passage of Title V, A of the 1958 National Defense Education Act, the state office of education became an important governmental unit for guidance couselors. The Illinois State Board of Education, formerly known as the Office of the Superintendent of Public Instruction and Illinois Office of Education, became very active in carrying out the mandates of NDEA, Title V, A. To comply with some of the NDEA demands, Illinois hired consultants for the Illinois State Board of Education to help determine funding for local districts and to evaluate funded programs. In addition, these consultants were involved in upgrading programs through inservice training and informational workshops for local district guidance personnel and administration.

The Illinois State Board of Education also provided leadership in setting state certification standards that resulted in upgrading guidance services.

Gradually, requirements for approval for certification changed from just two or three university courses in the area of guidance and counseling to very specific area and hour requirements.

Through the influence of the Illinois State Board of Education, Illinois became one of the leading states in the development of elementary guidance programs. During the 1964-1965 school year, the agency promoted the development of elementary guidance by initiating demonstration centers in ten school districts. These demonstration centers were designed for K-6 or K-8 and were financed jointly with funds from the NDEA, Title V and the local school district.

These elementary guidance demonstration centers were visited by educators from Illinois as well as from other states who were interested in establishing similar programs. From academic years 1964 through 1967, over 35,000 children received services as a result of the pilot project programs, and many school districts saw the need to establish similar programs.

As a result of the influence of NDEA, Title V, A and the leadership of the state agency, elementary guidance personnel increased between 1964 and 1969 from 31 to 210, an increase of 148 percent with more than 215,000 elementary school children receiving direct services. Since 1969, federal funding has not been available. However, through the cooperative efforts of the Illinois State Board of Education, university training programs, the Illinois Guidance and Personnel Association, and local support, the number of elementary guidance personnel has continued to increase.

In addition to the Illinois State Board of Education leadership in elementary and secondary guidance, the agency promoted career guidance services to local educational agencies by working with counselors, teachers, and administrators. One of the innovative services offered was the Mobile Guidance program. This program, in operation from 1966 through 1972, had an emphasis on career guidance and served rural schools who could not afford such services. A new emphasis during 1972 and 1973 was career workshops which were conducted in over 50 school districts in ten counties and included such people as school counselors, vocational teachers, administrators, and Illinois Vocational Association Directors.

In 1976, the Pupil Personnel Services Unit merged with the Department for Exceptional Children, creating a Department of Specialized Educational Services. This new department provided leadership and regulatory functions for gifted, handicapped and pupil personnel services programs. The Department during the next two years continued to provide direct consultative services to local districts in concert with regional program services teams. Additional major programs implemented during this period were organizational development, process approach to planned change, research on the role of the PPS specialist with exceptional children, classroom management, development and implementation of a five-year plan for career education, and state-wide inservice in the area of child abuse and neglect.

Concurrent with the implementation of these programs was extensive effort to reorganize the Department of Specialized Educational Services for more efficient, effective functioning. During the summer of 1978, this

reorganization occurred. The traditional programmatic unit titles, i.e. gifted, handicapped and pupil personnel services, were eliminated and replaced with functional titles, i.e., Grants and Contracts Unit and Program Design Unit within the Program Development Section and Program Approval Unit and Compliance Review Unit within the Program Approval Section. To assure continued coordination of guidance and counseling programs within the new structure, the Executive Deputy Superintendent of the agency formed an agency-wide Guidance and Counseling Committee. Representatives of all relevant departments met periodically under the direction of the Assistant Superintendent for the Department of Specialized Educational Services. Expansion of the Guidance and Counseling Committee to include all pupil personnel services disciplines occurred in September, 1981. Major accomplishments of this committee included assisting the State Board of Education in the development of a State Board of Education policy on Pupil Personnel Services, development of the Pupil Personnel Services Recommended Practices and Procedures Manual, initiation of a state-wide survey of pupil personnel services professionals and continued sharing of information among the departments. This agency Pupil Personnel Services Committee provides coordinated leadership and direction to local districts in Illinois.

Implementation of the policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model needs assessment and coordination of services continue to be priorities for the 80's for this committee.

Guidance and counseling in Illinois has offered many varied services through a diversity of state structures to the entire pupil personnel services movement in Illinois. This account highlights a few of the many accomplishments that have influenced the direction and scope of guidance and counseling in Illinois.

ROLE AND FUNCTION OF SCHOOL GUIDANCE COUNSELORS

The school counselor's role is multidimensional. The counselor's work focuses on the emotional, social, educational, and career development of all students, yet counselors provide for crisis intervention and remediation needs. Many factors converging within a given school influence role implementation. Thus, priorities for services vary among schools. Needs assessment and program evaluation reveal priority student needs. Needs assessment data and cooperative planning enable school counselors to determine priorities among the various functions they can provide. The functions of the school counselor are best carried out through a teaming effort with other counseling staff members, pupil personnel services staff members, teachers, parents, and others. Teaming is an interdisciplinary approach through which a pupil personnel program is planned, implemented and evaluated. It is this cooperative teaming approach that helps each student reach his/her potential and allows effective utilization of the individual professionals strengths and abilities. This allows the school guidance counselor to expand his/her traditional role. Certain functions are common among school counseling programs though the proportion of time expended with each function will vary according to the central focus of the program. A short description of each function, as performed in most Illinois school systems, will be given here.

Individual Counseling

Individual counseling, often categorized as personal/social, educational, or career counseling, is an important part of the school counseling program. Counselors assist students with problem-solving and decision-making and provide individual attention in a caring, nonevaluative, confidential environment.

Individual counseling occurs at all levels--elementary through secondary. Students of all ages may be concerned about such things as making friends, feeling left out or alone, alcoholic family members, improving school work, abuse/neglect, their futures, others making fun of them, getting along with siblings, being afraid of new situations, or separation or divorce in the family. Counselors apply skills that focus on developmental, preventive or remedial needs of students.

With young children, counselors often use activities along with discussion to put the children at ease and to enable them to use the natural play process of problem-solving. Activities used by counselors include role playing, simulated situations for problem-solving and decision-making, games, puppetry, drawing, and structured play.

Effective counseling can be achieved through a variety of counseling techniques. A counselor-student relationship should be established consistent with legislation regarding confidentiality and in keeping with ethical standards of the profession. A relationship revolving around mutual trust and understanding must also be developed. It may be necessary for the counselor to work with the student's teachers and/or parents to develop and reinforce environmental changes which will enhance the student's growth and change.

Group Counseling

Group counseling is a dynamic, interpersonal process in which the counselor facilitates interaction among students who are coping with normal, developmental problems. Group counseling is different from group guidance in that it is usually personal, remedial, and oriented toward identified problems. The counselor strives to create an atmosphere conducive to the realization of the goals which assist with the identity-seeking process; to develop increased self-acceptance and feeling of personal worth; to develop social skills and interpersonal abilities; to develop increased self-direction, problem-solving abilities, and decision-making skills; to develop sensitivity to the needs of others; and to help each member formulate specific individual goals.

Group Guidance

Group guidance is developmental and preventive in nature. Group guidance utilizes information-giving, communication, and group process skills to assist students with common needs that can be discussed openly. This can be achieved through a combination of counselors working in the classroom and teaching the skills to teachers, then working with them on a consultative basis. Common uses of group guidance include: orienting students to a new school; providing information relative to educational planning, course selection, and registration processes; teaching elementary school classroom

units; discussing behaviors and feelings and problem-solving in small groups; disseminating information regarding college planning, college entrance testing, college application processes, scholarships, and financial aids; clarifying values; motivating achievement, improving study skills; career guidance; and training in human relations--human potential seminars.

Educational Planning, Course Selection and Placement

All secondary school counselors are involved either directly or indirectly with helping students make future educational (and career) plans and choosing courses appropriate for those plans for high school graduation requirements and for their own needs and interests. Many other activities related to course selection, registration, scheduling (developing the master schedule and assigning students to specific classes), and meeting graduation requirements would be more cost efficient and program effective if handled by someone else. Counselors, administrators, and teachers need to meet to formulate plans for more efficient distribution of tasks. Administrative support and creative planning are needed in those schools where such activities have become the counselor's responsibility.

Career Guidance and Counseling

Career guidance is currently viewed in two ways. The traditional perspective categorizes student development needs into a triad of personal-social, educational and career needs. The newer concept integrates all aspects of development under the rubric of life/career development. Career guidance is a systematic program of counselor-coordinated information and experiences designed to facilitate individual career development and career managemant (Herr and Cramer, 1979). School-based career guidance programs should provide a set of developmentally planned experiences in a number of areas such as career planning and decision-making, which address the career interests, expectations and aspirations of all students regardless of race, age, sex, grade level, or occupational choice. Placement services also include potential activities for counselors . Among these are: (1) working with students and parents in determining placement needs for incoming students, students who are exiting and special needs students; (2) coordinating the school-based placement services; (3) maintaining current vocational and educational information and resources; (4) participating in staff development activities for updating information relative to local-state-national labor trends and market needs; (5) providing information for students in developing job-seeking and work effectiveness skills; (6) providing opportunities for students to test their skills for achieving specific job entry goals and/or for entering post-secondary training.

Appraisal

Most school counselors are involved with group standardized achievement and learning ability testing. Responsibilities for various aspects of organizing and administering the tests and interpreting the results are shared among counselors, teachers, and administrators. Counselor responsibilities may include administering the group tests; organizing the materials; interpreting the results to students and parents; participating in decision-making regarding the purpose of the testing program, tests to be used, dissemination of results to parents, and methods for maintaining

confidentiality and security of test results and yet allowing accessibility for teacher and counselor use; planning inservice for teachers regarding interpreting and using test results; training others to administer other diagnostic tests as may be appropriate for initial screening of students experiencing learning difficulties; being aware of possible cultural, racial, or sex bias in tests when interpreting them and using no tests with known bias affecting the students to be tested; administering and interpreting some individual intelligence tests, if trained to do so; administering and interpreting vocational interest surveys and other appropriate instruments to assist students with career planning; articulating clearly to students, teachers, and parents that test scores are only one source of information regarding the student and should always be considered in consort with all other available information; participating in school district planning where minimum competency testing is being considered; and summarizing student data for use in curriculum development and revision.

Consultation

Consultation may be described as the process of assisting an individual or group in identifying and/or resolving a problem or concern. The counselor serves as a consultant to teachers, administrators, parents, and students, both individually and in groups.

A school counselor serves as a consultant in various areas and for many different types of concerns. The different areas of consulting expertise are due to the counselor's specialized training in the behavioral sciences. School personnel, parents, and students all have concerns that may require consultation from the counselor.

Examples of consultation activities include the following: (1) assisting staff in creating a positive climate for the growth and development of students; (2) providing inservice for staff and others for improving interpersonal and communication skills; (3) helping teachers to develop and use skills for coping with school-related problems affecting the student's growth; (4) assisting teachers in improving skills for implementing developmental and remediation strategies; (5) coordinating referral activities with the pupil personnel service team; (6) conducting parent groups to develop parenting skills; and (7) serving as a resource in developing and revising curriculum relevant to student needs. Establishing peer counseling programs is another extension of the school counselor's consultant role. The counselor trains students to help other students, thus capitalizing on the psychological growth potential of facilitative peer relationships and extending counselor impact. These examples are just a sample of what the counselor may do as a consultant. The counselor's assistance in the school and home can often make both the school and home climate more conducive to student growth, educationally and emotionally.

Coordination, Liaison, and Referral

Coordination activities may include case conferences; preschool, kindergarten or inschool screening; testing programs; community involvement in career guidance activities; and orientation programs. The counselor is often the appropriate professional both to coordinate and serve as liaison between the school and community agencies. Counselors are familiar with

student record policies and the procedures required for release of information regarding students; they are knowledgeable about test data and other school-related information which may be requested by authorized representatives of agencies such as the Department of Children and Family Services or Juvenile Court Services. Counselors frequently coordinate the data collection necessary for referral for testing, counseling, or other services provided by a community agency.

Other coordination services for which a counselor may be responsible include helping insure that all students receive and benefit from specially determined services or placement, developing affective articulation programs to effect a successful transition among school levels, and establishing and giving direction to a guidance committee that functions to analyze and respond to program needs.

Evaluation

Evaluation is a necessary component of the school counseling program management system. Each goal statement in a comprehensive program design should have an evaluation procedure. Thus, evaluation includes each component of the program, as well as being appropriate for the total program. Mitchell and Gysbers (1978) identified seven tasks in the evaluation process:

1. Formulation of the questions to be answered by the evaluation.
2. Selection of evaluation design.
3. Selection of measurement instruments.
4. Development of procedure for data collection.
5. Establishment of a monitoring system.
6. Performance of data reduction, summary, and analysis tasks.
7. Preparation of reports (includes findings, analyses, and recommendations).

Research

Research data is needed to validate the counselor's perception of need for change and/or to demonstrate that a new technique, strategy, or intervention accomplished the desired goal. School-based research done by school counseling practitioners is also needed as a contribution to the continued growth of the profession and to determine if the total school program is meeting the needs of students. The latter often results in the development and administration of followup studies of students.

Public Relations

Planned public relations efforts can communicate systematically to appropriate publics what the school counseling program is all about. The public relations effort can be as sophisticated as the counselor's time, creativity and budget can make it. A basic public relations effort would

include placing counseling program activities on the school calendar; publishing an annual school counseling program calendar for distribution to faculty, administrators, and board of education; sending periodic newsletters to parents; holding orientation/open house for incoming students and parents; making periodic presentations regarding program efforts to the board of education and advisory councils; and offering to present programs to PTA's, PTO's or other school and community organizations. The American School Counselor Association has a public relations packet which can be purchased by counselors wishing to improve their program.

Professional Renewal

Renewal incorporates the concept of self-renewal, in which counselors take responsibility for their own growth experiences, pursue self-instructional modes of learning of their own volition; and feel motivation, excitement, and joy in the process. The increasing complexity of the school counselor's job created by changing societal and student needs, expanded counselor involvement in the total educational process, changing federal and state mandates, and more precise accountability requirements makes it necessary for counselors to maximize their own professional potential through continuing study and skill-development.

Professional renewal is particularly pertinent to Illinois school counselors since the majority of counselors now employed have several years of experience, and there is limited turnover, particularly in large school systems. Counselors should take the initiative for self-renewal as part of their commitment to provide quality counseling services.

LEGAL AUTHORIZATION FOR SCHOOL GUIDANCE AND COUNSELING SERVICES

The regulatory basis for guidance and counseling programs falls into the following categories:

A. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1

B. Rules and Regulations for the Administration of Vocational Programs

C. The School Code of Illinois, Article 14, Handicapped Children

A. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1

The Department of Recognition and Supervision of the State Board of Education has a regulatory responsibility. Part of this responsibility is to evaluate the extent of guidance and counseling services provided by the local educational agency.

4-2.21 Pupil Personnel Services

To assure provisions of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

a. Guidance and Counseling Needs,
b. Psychological Needs,
c. Social Work Needs,
d. Health Needs.

4-2.12 Career Education

a. The educational system shall provide every student with opportunities to prepare themselves for entry into the world of work.
b. Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

B. Rules and Regulations for the Administration of Vocational Programs

Sec. 109.13 Guidance Services

Guidance services shall be provided by local educational agencies administering a program of vocational education and shall include those activities which:

(1) assist in identifying the career needs of individuals and encourage their enrollment in curricula appropriate to their needs;

(2) provide individuals with information helpful in making an informed career choice;

(3) assist students while they pursue their chosen program;

(4) provide placement services for students seeking employment or planning further education or training in preparation for employment;

(5) provide for regular followup studies to aid in assessment of the effectiveness of vocational instruction and guidance and counseling services.

Guidance services provided for students of area secondary vocational centers shall be directed and coordinated by a qualified vocational guidance coordinator employed full-time for such purpose.

C. The School Code of Illinois, Article 14, Handicapped Children

As stated in The School Code of Illinois, the following personnel are eligible for reimbursement as a result of their responsibility toward handicapped students:

14-1.10, Professional worker. "Professional Worker" means a trained specialist, and is limited to speech correctionist, school social worker, school psychologist, psychologist intern, school social worker intern, certificated school nurse, special administrator intern, registered therapist, professional consultant, special administrator or supervisor giving full time to

special education, and teacher of any class or program defined in this Article who meets the requirements of this Article, who has the required special training in the understandings, techniques, and special methods of instructions are placed in any program provided for in this Article and who works in such program. Amended by P.A. 81-343, 1, eff. Jan. 1, 1980.

School districts may be eligible for reimbursement for school guidance and counseling services provided for handicapped students by a certified school guidance counselor. The district must submit a proposal indicating the types of activities that the school guidance counselor is performing that are in addition to those performed for every student in the district. Only those school guidance counselors who spend at least 50% of their time providing the supplemental activities for handicapped students will be considered eligible for reimbursement.

SCHOOL GUIDANCE COUNSELOR CERTIFICATION

The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1, Standards for Pupil Personnel Services (Section 7-6) states "school guidance counselors shall hold a Type 10 or Type 73 Certificate with the appropriate endorsement."

The Type 10 Certificates were issued by the State Teacher Certification Board prior to July of 1970. On July 10, 1970, the Type 73 Certificates were issued to replace the former Type 10. Consequently, all counselors who presently hold a specialist certificate (Type 10) are eligible to obtain a School Service Personnel Certificate (Type 73), with a school guidance specialist endorsement.

The requirements for the Type 73 Certificate with a guidance endorsement are as follows:

1. Must hold or be qualified to hold a standard teaching certificate.

2. Must possess a master's degree from a recognized teacher education institution.

3. Must have completed an approved program in the area of guidance at an institution recognized for teacher education. Approved programs minimally include 32 semester hours of coursework and a supervised school-based practicum experience.

Specific coursework requirements may be found in the publication Minimum Requirements for State Certificates available from the Department of Professional Relations and Services. Individuals completing an approved program in guidance at an Illinois institution apply for certification at the institution, generally in the semester preceding graduation. Institutions provide detailed information regarding application procedures.

Out-of-state candidates may apply by transcript evaluation when presenting evidence of holding a comparable certificate issued by some other state or upon completion of a NCATE program. If the individual has qualified in another state, application should be made through a Regional Superintendent of Schools for a transcript evaluation of credits. The applicant must have

evidence of completion of qualification in another state, either in the form of a NCATE endorsement or in the form of a certificate from another state, for the area sought in Illinois.

If you want to be employed in the City of Chicago, you are advised that the general certification law of Illinois does not apply. For full information about these requirements, contact General Superintendent, Chicago Board of Education, Chicago, Illinois.

Supervisory Endorsement

According to "Minimum Requirements for State Certificates", requirements for the Supervisory Endorsement on the School Service Personnel Certificate are as follows:

> The holder of the School Service Personnel Certificate may have the added endorsement for supervision upon:
>
> 1. Presentation of evidence of possessing a master's degree or higher from a recognized institution of higher learning;
>
> 2. Presentation of evidence of possessing eight semester hours of graduate professional education which shall include at least one course that relates primarily and explicitly to the supervision of personnel, and one course primarily and explicitly relating to the administration and organization of schools;
>
> 3. Presentation of evidence of at least two years of appropriate school service personnel experience.

Anyone desiring the supervisiory endorsement should submit all official documentation and the certificate through the office of a Regional Superintendent of Schools with an application and a certified check, money order or bank draft made payable to the State Teacher Certification Board.

STATE BOARD OF EDUCATION IN RELATION TO LOCAL SCHOOL GUIDANCE AND COUNSELING PERSONNEL

The Illinois State Board of Education attends to the needs and concerns of school guidance counselors in many ways. The following is a brief description of a few of the more visible efforts.

State Board of Education Policy on Pupil Personnel Services (Adopted June, 1981)

Preamble

In recent years the role of pupil personnel services in relation to students with special needs has been defined in law and regulations and supported with categorical funds. These actions have tended to obscure the fundamental role of pupil personnel services in helping "...elementary and secondary schools to provide optimum teaching and learning conditions for all persons involved." (Goals Statement, p.8) Pupil Personnel Services

include by definition guidance and counseling, school psychology, school social work, and school nursing services organized to meet the needs of all students and to support the education program of the schools.

The State Board of Education adopts the following principles and policy to make clear the aims and priorities which should guide state and local development and provision of pupil personnel services.

Principles

1. Pupil personnel services is an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkage with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Policy

The State Board of Education, through the use of agency staff and resources, shall encourage local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education programs.

Career Guidance Centers

The 12 Career Guidance Centers throughout Illinois provide a variety of services to all local educational agencies and to public and private agencies involved in career guidance. The functions of the Career Guidance Centers include: assistance in developing quality career guidance and counseling programs; assistance in developing educational and job placement services; assistance in working with the unique career guidance needs of youth and adult offenders, limited English-speaking persons, and out-of-school persons; assistance in recognizing the change in work patterns of women and effectively overcoming sexual stereotyping and providing leadership for career guidance programs at the local level. Examples of services include regular newsletters, workshops, technical assistance, access to community resources, materials, and career guidance program resources. (Department of Adult, Vocational and Technical Education)

Career Education Service Centers

The seven (7) Career Education Service Centers throughout Illinois provide technical and financial assistance to local educational agencies interested in career education. The types of services that may be provided by the Service Centers include: instilling career education in the classroom, implementing career guidance and followup, implementing collaborative relationships with the community, implementing career exploration through work, training career education coordinators, providing inservice to educators, conducting institutes for the community, purchasing instructional materials and supplies, operating career education councils, operating career education resource centers, revising local plans and conducting needs assessments. In accordance with the Career Education Incentive Act, from which the Service Centers are funded, a minimum of 15% of the funds must be spent on career guidance. (Department of Adult, Vocational and Technical Education)

Computer-Assisted Career Guidance

Two computer-assisted guidance programs are available for state-wide use. The Illinois State Board of Education serves as a cooperating agency and as the demonstration site for Discover (IBM) and CIS, Career Information System. (Department of Adult, Vocational and Technical Education)

Certification and Program Approval

The Professional Relations and Services Department works with the professional associations and university programs to determine certification standards for school counselors and approve programs.

Dissemination of Information

The State Board of Education publishes many pamphlets, brochures and other materials for use by counselors. A list of publications availabe to counselors appears at the end of this Handbook. In addition, articles appear in the Management Bulletin (Department of Specialized Educational Services) concerning pupil personnel services activities.

Pupil Personnel Services (PPS) Advisory Board

The purpose of the Pupil Personnel Services Advisory Board is to provide leadership for the effective delivery of Pupil Personnel Services to students, communities and schools.

The Board is composed of 15 members. Members are appointed to represent each of the four pupil personnel services disciplines from each of the three geographic areas (north, central, south) of the state. The additional three members are representatives at large. Generally, these members consist of two pupil personnel services administrators and one superintendent.

The members are selected and appointed by the Assistant Superintendent of the Department of Specialized Educational Services. These members serve for three years on a rotating, staggered schedule and may be reappointed. Individuals are selected for their demonstrated leadership and communication skills.

Some examples of areas in which the Advisory Board has made recommendations in the past include:

1. Criteria for a supervisory endorsement on the Type 73 Certificate.

2. Criteria for the approval of directors of pupil personnel services.

3. Positions for guidelines and policies on:

   a. Confidentiality of student information.
   b. Corporal punishment.
   c. Pupil Personnel Services.

4. Criteria for the identification of exemplary programs.

5. Criteria for the development of the Pupil Personnel Services Recommended Practices and Procedures Manual.

6. Components of a comprehensive needs assessment.

(Department of Specialized Educational Services)

Pupil Personnel Services Committee

The State Board of Education Pupil Personnel Services Committee is comprised of agency employees who have a background and work responsibility in the area of pupil personnel services. The PPS Committee meets regularly and provides coordinated leadership and direction to local school districts and cooperative agreements in Illinois. The committee has undertaken tasks including implementation of the State Board Policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model PPS needs assessment, and coordination of services. (Department of Specialized Educational Services).

Department of Specialized Educational Services

Department of Specialized Educational Services personnel provide direct and indirect services to school guidance counselors in local districts and cooperative agreements. Examples of these services include providing technical assistance, proposing and reviewing prospective legislation, conducting inservice sessions, working with appropriate organizations, responding to inquiries regarding role and function, monitoring programs for compliance, responding to inquiries regarding laws and regulations, developing materials, analyzing statistical data, and disseminating information.